# EDUCATIONAL PSYCHOLOGY

An International Journal of Experimental Educational Psychology

## *Contents of Volume 15, 1995*

JOINT EDITORS
Dr **Richard Riding**
*School of Education, University of Birmingham*
Professor **Kevin Wheldall**
*Special Education Centre, Macquarie University, Sydney*

EDITORIAL BOARD
Professor **Neville Bennett,** *School of Education, University of Exeter*
Professor **Michael Beveridge,** *School of Education, University of Bristol*
Professor **Geoffrey Brown,** *School of Education, University of East Anglia*
Professor **Ann M. Clark,** *Department of Educational Studies, University of Hull*
Professor **Chris Cullen,** *Psychological Laboratory, University of St Andrews*
Professor **Cynthia Deutsch,** *School of Education, New York University*
Dr **David Fontana,** *Department of Education, University College Cardiff*
Professor **Ted Glynn,** *Department of Education, University of Otago*
Professor **Reg Marsh,** *Department of Education, Victoria University of Wellington*
Professor **Peter Mittler,** *Department of Education, University of Manchester*
Dr **Sohan Modgil,** *Faculty of Education, Brighton Polytechnic*
Professor **John Richardson,** *Department of Human Sciences, Brunel University*
Professor **Graham Upton,** *School of Education, University of Birmingham*
Professor **James Ward,** *School of Education, Macquarie University*
Professor **William Yule,** *Department of Psychology, Institute of Psychiatry, London*
Sub-Editor: Dr Frank Merrett, *School of Education, University of Birmingham*
Administrative Assistant: Patricia Riding

**Editorial correspondence,** including manuscripts for submission and books for review, should be addressed to either of the Joint Editors of *Educational Psychology:* Dr Richard Riding, School of Education, University of Birmingham, P.O. Box 363, Birmingham B15 2TT, United Kingdom, or Professor Kevin Wheldall, Special Education Centre, Macquarie University, Sydney, NSW 21009, Australia. Details concerning the preparation and submission of articles can be found on the inside back cover of each issue.

**Business correspondence,** including orders and remittances relating to subscriptions, back numbers, offprints an advertisements, should be addressed to the publisher: Carfax Publishing Company, P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, United Kingdom.

The journal is published quarterly, in March, June, September and December. Those four issues constitute one volume. A Volume Contents and Author Index is bound in the December issue. ISSN 0144-3410.

CARFAX

© 1995, Carfax Publishing Ltd

# *Contents of Volume 15*

**Volume 15 Number 1 1995**

*Patrick McCloskey.* The Relationship Between Children's Drawings of Rectangular Solids from Memory and Performance in Cognitive Tests, Art and Practical Subjects 3

*S. M. Glenn, K. Bradshaw & M. Sharp.* Handedness and the Development of Direction and Sequencing in Children's Drawings of People 11

*Shirley M. Yates, Gregory C. R. Yates & R. Mark Lippett.* Explanatory Style, Ego-orientation and Primary School Mathematics Achievement 23

*Jim Ridgway & Don Passey.* When Basic Mathematics Skills Predict Nothing: implications for education and training 35

*Barrie Wade.* Was Humpty Dumpty Right? An Exploratory Study of Semantic Priming and Lexical Access 45

*Judith Watson.* Teacher Talk and Pupil Thought 57

*Ivar Bråten.* Spelling Remediation: a systematic long-term approach to teaching spelling to an aphasic boy 69

*Marios Goudas, Stuart Biddle & Martin Underwood.* A Prospective Study of the Relationships Between Motivational Orientations and Perceived Competence with Intrinsic Motivation and Achievement in a Teacher Education Course 89

CRITICAL NOTICE

*Toni Cross.* First Steps in Language Development: a critical review of 'Language Experience and Early Language Development' by Margaret Harris 97

*Book Review* 103

*Books Received* 105

**Volume 15 Number 2 1995**

*Meredyth Daneman & Maralyn Ellis.* Memory for Expository Text: the effects of verbal and pictorial enhancements 115

*Maureen Cox & Karen Littleton.* Children's Use of Converging Obliques in their Perspective Drawings 127

*Edmund J. S. Sonuga-Barke, Jim Stevenson, Margaret Thompson, Mike Lamparelli & Mandy Goldfoot.* The Impact of Pre-school Children's Intelligence and Adjustment on their Parents' Long-term Educational Expectations 141

*Richard P. Hastings & Sarah Graham.* Adolescents' Perceptions of Young People with Severe Learning Difficulties: the effects of integration schemes and frequency of contact 149

*Tock Keng Lim.* Perceptions of Classroom Environment, School Types, Gender and Learning Styles of Secondary School Students 161

*Julie Davies & Ivy Brember.* Change in Self-esteem Between Year 2 and Year 6: a longitudinal study 171

*Pat Dugard & John Todman.* Analysis of Pre-test–Post-test Control Group Designs in Educational Research 181

*Magdalena Mok & Kevin Wheldall.* Some Reservations About the Use of the Analysis of Co-variance in Educational Research: a response to Dugard and Todman 199

RESEARCH NOTE

*Kevin Wheldall.* The Right Tools for the Wrong Job: a response to Leach and Siddall on parental involvement in the teaching of reading with particular reference to Pause, Prompt and Praise tutoring 203

*Book Reviews* 209

*Books Received* 213

**Volume 15 Number 3 1995**

*Robert T. Solman & Huei-Min Wu.* Pictures as Feedback in Single Word Learning 227

*Judith Ireson, Peter Blatchford & Trish Joscelyne.* What Do Teachers Do? Classroom Activities in the Initial Teaching of Reading 245

*Peter Sutherland.* An Investigation into Entwistlean Adult Learning Styles in Mature Students 257

*Juhani Lehto.* Working Memory and School Achievement in the Ninth Form 271

*James Russell & Nina Hallowell.* Up and Down the Ontological Tree: categories and semantic generalisation 283

*Maureen V. Cox & Lynne Chapman.* The Air-gap Phenomenon in Young Children's Pictures 313

*Salim Abu-Rabia.* Attitudes and Cultural Background and Their Relationship to English in a Multicultural Social Context: the case of male and female Arab immigrants in Canada 323

*Richard J. Riding & Michael Wright.* Cognitive Style, Personal Characteristics and Harmony in Student Flats 337

*Book Reviews* 351

*Books Received* 355

**Volume 15 Number 4 1995**

Editorial 363

EDITORIAL ARTICLE
*Richard J. Riding & Stephen Rayner.* The Information Superhighway and Individualised Learning 365

*James Russell & Annette Taggart.* One Model or Two? Sentence Verification in Children and Adults 379

*Olivia N. Saracho.* The Relationship Between the Cognitive Styles and Play Behaviours of Pre-school Children 405

*John T. E. Richardson, Roger Landbeck & France Mugler.* Approaches to Studying in Higher Education: a comparative study in the South Pacific 417

*Mark G. Borg, Joseph M. Falzon & Arthur Sammut.* Age and Sex Differences in Performance in an 11-plus Selective Examination 433

*Malka Margalit.* Social Skills Learning for Students with Learning Disabilities and Students with Behaviour Disorders 445

*Andy Miller.* Teachers' Attributions of Causality, Control and Responsibility in Respect of Difficult Pupil Behaviour and its Successful Management 457

*Roland P. Chaplain.* Stress and Job Satisfaction: a study of English primary school teachers 473

*Mzobanzi M. Mboya.* Perceived Teacher's Behaviours and Dimensions of Adolescent Self-concepts 491

*Books Received* 501